

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** State Support for the Los Angeles Unified School District’s Early Learners (Res-039-18/19) (Waiver of Board Rule 72)

**DATE NOTICED:** 04-23-19

**PRESENTED FOR ACTION:** 04-23-19

**PRESENTED BY:** Mr. Melvoin, Ms. Gonez

**MOVED/SECONDED BY:** Ms. Gonez /  
Mr. Melvoin

**MOTION:**

**RESOLUTION:** x

Whereas, Quality early care and education experiences have lifelong benefits on children’s cognitive, academic, and social development. Students who have participated in early education programs are more likely, among other positive outcomes, to graduate high school and less likely to become involved in the criminal justice system;

Whereas, Access to early learning opportunities is particularly critical for low-income students, who are served at disproportionately high rates by Los Angeles Unified School District. Access to quality early education opportunities helps to close the “kindergarten readiness gap”;

Whereas, Access to quality early care and education options should be available to every family and child, regardless of their socioeconomic status, zip code, work schedule, month of birth, or other characteristic, but - according to Los Angeles County Child Care Planning Committee 2017 Needs Assessment - only approximately 40 percent of preschool-aged students living in poverty in Los Angeles County have access to a subsidized early education option and, a recent study by the RAND Corporation found that just 13 percent of low-income children across the state are enrolled in high-quality programs like those offered by the District;

Whereas, The District has established a reputation throughout the early education community as a leader in the provision of a high-quality early childhood education programs, due to the quality and training of the teaching force, the implementation of new curricula, and the strategic use of assessment and data, including the Quality Rating Improvement System (QRIS), to improve outcomes for kids;

Whereas, A recent Independent Analysis Unit report demonstrated that the District’s extended transitional kindergarten program and transitional kindergarten programs are correlated with increased academic and social-emotional outcomes in the early elementary years, and initial data suggest an additional benefit of increased attendance;

Whereas, Students who enroll in District early education programs matriculate into District elementary schools at high rates, 75 percent from early education centers and 88% from extended transitional kindergarten programs, because those programs create natural feeder patterns that, along with intentional collaboration between elementary principals and preschool directors, help boost K-12 enrollment in District schools;

Whereas, Nobel Memorial Prize Laureate Dr. James Heckman’s research out of the University of Chicago has shown the long-term value of investments in early education, finding a 13 percent return on investment for high-quality early education programs;

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Whereas, In February 2018, the Governing Board of the Los Angeles Unified School District unanimously adopted the resolution Creating a Birth to Eight Roadmap for Success in Los Angeles (Res-020-17/18), affirming the District’s commitment to quality early childhood education opportunities for children, and calling for the creation, by August 2018, of the District’s Birth to Eight Roadmap for Success by a steering committee of community partners and District divisions. Although such Roadmap is not yet finalized, it will contain a series of recommendations to implement at the early childhood and elementary school levels;

Whereas, In order to reap the benefits of early education and the District’s Birth to Eight Roadmap, the District must be able to fund programs for its earliest learners, including those students under five who are enrolled in early education centers or extended transitional kindergarten, and who do not generate K-12 funding under the Local Control Funding Formula (LCFF);

Whereas, Current District early education programs, including early education centers and extended transitional kindergarten programs, piece together multiple funding streams, including child development funds and approximately \$55 million LCFF dollars to provide high-quality learning opportunities for as many low-income students as possible;

Whereas, Additional sources of funding to support early education programs would allow the District to expand access to early childhood education slots or free up resources for other critical District programs serving high-need students;

Whereas, The Governor of California’s proposed budget includes \$750 million one-time non-Proposition 98 General Fund dollars to school districts to construct or retrofit facilities for full-day kindergarten programs, or to otherwise reduce barriers to providing full-day kindergarten. The District has offered full-day kindergarten to all students for many years based upon the affirmative value judgment that every child deserves access to a comprehensive kindergarten program. As a result, if the state budget is implemented in its current draft form, the District stands to lose out on millions of dollars that could be used to expand access for early learners, solely because the District was a leader at the forefront of the movement towards kindergarten expansion.

Whereas, AB 123 (McCarty) would accomplish several goals to strengthen early education programs, including: expanding access to preschool for all 4-year-olds who attend a school serving predominantly low-income students, ensuring that all low-income 3-year-olds receive two years of high-quality preschool, increasing qualifications of preschool teachers and funding for salaries to ensure access to the best educators, and taking steps to make it easier to blend early education programs reliant upon different funding sources to provide high-quality, full-day, full-year preschool that meets the needs of working families.

Whereas, SB 443 (Rubio), would allow districts to receive funding for all students attending its extended transitional kindergarten programs, including 4-year-olds who may not turn 5 until June; and

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Whereas, SB 174 (Leyva) would establish a single, more efficient, and more fair state reimbursement rate system for subsidized early care and education service; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District urges the Governor to consider amending his proposed \$750 million allocation so that districts who already provide full-day kindergarten can reap the benefit of investments in early education;

Resolved further, That the Board supports AB 123, SB 443, and SB 174;

Resolved further, That the Superintendent shall direct the Office of Government Relations to put its full backing and effort to support these bills and budget request; and, be it finally

Resolved, That the Superintendent and Office of Government Relations shall collaborate in these legislative and budget efforts with community groups and other early care and education providers to the extent feasible.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Gonez</b>	<b>X</b>			
<b>Dr. McKenna</b>	<b>X</b>			
<b>Mr. Melvoin</b>	<b>X</b>			
<b>VACANT</b>				
<b>Mr. Schmerelson</b>	<b>X</b>			
<b>Dr. Vladovic</b>	<b>X</b>			
<b>Ms. Garcia</b>	<b>X</b>			
<b>TOTAL</b>	<b>6</b>			

**ACTION: ADOPTED BY CONSENT VOTE**